

History 600

Empire and Intervention since the late Nineteenth Century

Fall 2008
Univ. of Wisconsin-Madison
Seminar Meetings: Mondays, 1:20-3:20pm
5255 Humanities

Professor Jeremi Suri
Office: 5119 Humanities
suri@wisc.edu
(608) 263-1852
Office hours:
M 10:00-12:PM, or by appointment

Course Aims

This course will examine how large and powerful states have intervened in areas far from their home territories since the late nineteenth century. We will begin around the year 1880 because this period marked the emergence of new technologies for foreign control and new ideologies of expansion. The period also witnessed the emergence of powerful local resistance movements and internal dissent against expansion within dominant states. The course will analyze the interplay between these diverse developments and their continued resonance to the present day. This is a course that covers more than a century of international history, and speaks to contemporary controversies about the use of power across the globe.

Readings and discussions in this course will not meditate on the important moral questions about *whether* or not a state should have intervened in a particular conflict. Instead, we will focus on *why* states intervened in overseas territories, and even more important, *what* intervention meant in each given case. We cannot become experts on all cases, but we will seek a deeper understanding of specific conflicts and their relation to one another. Above all, we will seek to identify patterns of historical behavior and lessons about what to expect from foreign interventions by powerful states in the future.

The course will focus largely – although not exclusively – on British and American interventions in the Middle East and Asia. The concentration on British and American interventions reflects the dominant international power of these two states during the period under examination, and the ready availability of sources. The focus on the Middle East and Asia reflects the continued resonance of these interventions in the twenty-first century. Iraq, Korea, and Vietnam remain cockpits of international conflict, after decades of foreign intervention. This course will explain why.

Class Participation

Class discussions are a central part of this course. Students are expected to attend every seminar. They should complete all of the assigned reading before each seminar meeting, and arrive prepared for a detailed and critical discussion. Seminars are designed to exchange opinions on the reading, analyze important historical questions, and compare various viewpoints. The quality of each student's class participation during the semester will comprise 25% of his/her grade.

Weekly Response Essays

Each week by **8:PM on the Sunday before class**, all students should post a short response essay on the course website (Learn@UW). This response essay should include 3 basic paragraphs. The first paragraph should summarize the key arguments in the readings and their significance. The second paragraph should analyze how the week's readings relate to other course readings and discussions. The third paragraph should offer the student's critical assessment of the week's readings: What was most persuasive? What was least persuasive? Which are the issues and questions that need more attention? What kind of new research do the readings inspire? The weekly response essays will comprise 10% of each student's grade.

Primary and Secondary Source Bibliography

After meeting with the instructor individually (during the week of 9/29) to discuss the student's research paper, each student should submit a list of primary and secondary sources in class on **October 13**. The primary sources are the original materials (documents, newspapers, memoirs, pamphlets, pictures, music, and art) that will provide the foundation for the student's research. The secondary sources are the historical interpretations (including those assigned in class) that are relevant for the student's topic. Each paper must use primary materials to shed light on the secondary accounts. The bibliography will count for 5% of each student's grade.

Research Paper Proposal and Topic Outline

On **October 27** students should submit a 2 page research paper proposal and an outline of topics in class. The research paper proposal should include the following:

1. A statement of the main research question;
2. A statement of the hypotheses and arguments that the student will make in the paper;
3. An explanation of how these hypotheses and arguments revise existing interpretations;
4. An explanation of the strengths and shortcomings in the available sources.

The research paper proposal should reflect careful and polished writing. Proofread your proposal before submission! Avoid passive voice, clichés, and awkward phrases. Check your grammar carefully. Make sure that each paragraph has a topic sentence. Each sentence should contribute to the point of the paragraph where it is situated.

Students should also include a general outline of the topics they plan to cover in their papers. The topic outline should provide a sense of how the paper will be organized, and how the student will employ his/her sources. The research paper and topic outline will count for 10% of each student's grade.

Draft of the Research Paper

On **November 24** each student should submit a completed 15-20 page draft of his/her research paper in class. These drafts should *not* be "rough." They should include polished prose, careful argumentation, clear organization, a creative introduction, a thoughtful conclusion, completed footnotes, and a full bibliography.

Proofread your paper before submission! Avoid passive voice, clichés, and awkward phrases. Check your grammar carefully. Make sure that each paragraph has a topic sentence. Each sentence should contribute to the point of the paragraph where it is situated.

I will read the draft papers carefully for style and substance. I will offer extensive written and oral comments for students to use in the final version of their papers. The draft research paper will account for 10% of each student's grade.

Final Version of the Research Paper

Students must submit the final printed version of their research papers to the instructor's office (**5119 Humanities**) by **Noon on Friday, December 12**. Late papers will not be accepted. Students should try to implement as many of the revisions suggested on the draft paper as possible. The final papers should also reflect additional proofreading for clarity, style, and overall presentation. The final paper will account for 40% of each student's grade.

Grading

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|---|-----|
| Primary and Secondary Source Bibliography | 5% |
| Weekly Response Essays | 10% |
| Research Paper Proposal and Topic Outline | 10% |
| Draft of the Research Paper | 10% |
| Class Participation | 25% |
| Final Version of the Research Paper | 40% |

Assigned Books

Available in new and used editions at the University Bookstore

- Bacevich, Andrew. *The Limits of Power: The End of American Exceptionalism* (New York: Metropolitan Books, 2008).
- Brazinsky, Gregg. *Nation Building in South Korea: Koreans, Americans, and the Making of a Democracy* (Chapel Hill: University of North Carolina Press, 2007).
- Brigham, Robert K. *ARVN: Life and Death in the South Vietnamese Army* (Lawrence: University of Press of Kansas, 2006).
- Cumings, Bruce. *Korea's Place in the Sun: A Modern History*, Updated Edition (New York: W.W. Norton, 2005). Paperback.
- Meyer, Karl and Shareen Blair Brysac. *Kingmakers: The Invention of the Modern Middle East* (New York: W.W. Norton, 2008).
- Packer, George. *The Assassins' Gate: America in Iraq* (New York: Farrar, Straus, and Giroux, 2006). Paperback.
- Sheehan, Neil. *A Bright Shining Lie: John Paul Vann and America in Vietnam* (New York: Vintage, 1989). Paperback.
- Tripp, Charles. *A History of Iraq*, Third Edition (New York: Cambridge University Press, 2007). Paperback.

9/8 Introduction

How can we study empire and intervention since the late nineteenth century?

What is the “agony of intervention”?

9/15 Great Britain in the Middle East, Part 1

Reading: Meyer and Brysac, *Kingmakers*, 13-225.

9/22 Great Britain in the Middle East, Part 2

Reading: Meyer and Brysac, *Kingmakers*, 227-321.

Tripp, *A History of Iraq*, 1-76.

9/29 Iraq after the British Mandate

Reading: Tripp, *A History of Iraq*, 77-192.

Meet with Instructor Individually to Discuss Research Paper Topics

10/6 Korea and the Northeast Asian Powers

Reading: Cumings, *Korea's Place in the Sun*, 86-236.

10/13 “Nation Building” in the Koreas, Part 1

Reading: Brazinsky, *Nation Building in South Korea*, 1-125.

Cumings, *Korea's Place in the Sun*, 237-341.

Primary and Secondary Source Bibliography for Research Paper Due in Class

10/20 “Nation Building” in the Koreas, Part 2

Reading: Brazinsky, *Nation Building in South Korea*, 127-260.

Cumings, *Korea's Place in the Sun*, 342-513.

10/27 The American Mission in Vietnam, Part 1

Reading: Sheehan, *A Bright Shining Lie*, 3-266.

2 Page Research Paper Proposal and Topic Outline Due in Class

11/3 The American Mission in Vietnam, Part 2

Reading: Sheehan, *A Bright Shining Lie*, 267-789.

Meet with Instructor Individually to Discuss Research Paper Proposal

11/10 “Nation-Building” in South Vietnam

Reading: Brigham, *ARVN*, ix-130.

11/17 The Middle East and the United States in the Cold War

Reading: Meyer and Brysac, *Kingmakers*, 323-380.

Tripp, *A History of Iraq*, 193-297.

11/24 General Discussion of Research Papers

Draft of Research Paper Due in Class

12/1 The War in Iraq

Reading: Packer, *The Assassins' Gate*, all;

Meyer and Brysac, *Kingmakers*, 382-423.

12/8 Legacies and Reflections

Reading: Bacevich, *The Limits of Power*, all.

By Noon on Friday, December 12

Bring Final Versions of Research Papers to 5119 Humanities

I will not accept late papers!